

CENTER FOR PUPPETRY ARTS ONLINE STUDY GUIDE

August 5-22, 2004

# Sleeping Beauty

by the National Marionette Theatre  
of Brattleboro, VT



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## A Note from the Education Director

Dear Educator,

Welcome to the Center for Puppetry Arts and our production of *Sleeping Beauty* adapted and performed by National Marionette Theatre of Brattleboro, VT. Founded in 1978, the Center is a cherished cultural and educational resource in Atlanta. We value your patronage and are delighted that you have chosen us as a teaching resource. Your students are in for a big treat!

This study guide was designed to enhance student learning before and after your visit to the Center for Puppetry Arts. *Sleeping Beauty* is a clever retelling of the classic French fairy tale brought to life through the magic of beautifully hand-crafted marionettes, or string puppets. This thrilling show is the perfect accompaniment to a thematic unit on folklore, fantasy, fairy tales or children's literature.

All three areas of programming at the Center for Puppetry Arts (performance, puppet-making workshops and museum) meet Georgia Quality Core Curriculum Standards (GA QCCS). To access the GA QCCS that have been correlated to each programming area according to grade level, visit <http://www.puppet.org/edu/qccs.shtml>.

To access a complete list of GA QCC Standards for all grades and subjects, please visit [www.glc.k12.ga.us](http://www.glc.k12.ga.us).

Thank you for choosing the Center for Puppetry Arts for your study trip. We hope that your students' experience here will live on in their memories for many years to come.

Sincerely,

Alan Louis  
Education Director



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## Web Sites

<http://www.sover.net/~nmt/>

Visit the National Marionette Theatre's Web site.

<http://www.pitt.edu/~dash/type0410.html#perrault>

Read Charles Perrault's original version of *The Sleeping Beauty in the Wood* in English.

[http://www.gwu.edu/~folktale/GERM232/sleepingb/Perrault\\_version.html](http://www.gwu.edu/~folktale/GERM232/sleepingb/Perrault_version.html)

Read Charles Perrault's original version of *The Sleeping Beauty (La Belle au bois dormant)* in French.

<http://www.ucs.mun.ca/~wbarker/fairies/grimm/163.html>

Read *The Glass Coffin*, a Sleeping Beauty story by the Brothers Grimm.

[http://en.wikipedia.org/wiki/Sleeping\\_Beauty#Sleeping\\_Beauty\\_ballets](http://en.wikipedia.org/wiki/Sleeping_Beauty#Sleeping_Beauty_ballets)

Comprehensive information on the folktale *The Sleeping Beauty* on Wikipedia, an online encyclopedia.

<http://www.fpx.de/fp/Disney/Scripts/SleepingBeauty/>

Read the script of Walt Disney's 1959 animated film *Sleeping Beauty*.

<http://www.worldartswest.org/plm/guide/activitypages/movemusic/puppetry.shtml>

Feeling creative? Get inspired by a brief article on the magic of object puppetry.

<http://www.surlalunefairytales.com/index.html>

The SurLaLune Fairy Tale Pages features annotated fairy tales.

<http://www.nhlbi.nih.gov/health/public/sleep/starslp/>

Visit the "Star Sleeper for Kids" Web Site to learn about the importance of a good night's sleep.



## About the Show

National Marionette Theatre's adaptation of *Sleeping Beauty* is performed using string puppets or marionettes. Marionettes are graceful, full-figure representations of people and animals operated by strings. A marionette is like a jointed doll with strings attached to different parts of its body such as the knees, elbows, shoulders, hands and head. All of the strings lead up from the puppet's body to a cross-shaped wooden device known as an airplane control. The puppeteers hold the airplane control and carefully pull different strings to make their puppets walk, speak, sit, kneel and anything else that allows the puppet to express emotion.

To bring the characters to life, three skilled puppeteers work together very closely. Dressed in black, the puppeteers work from a platform known as a bridge suspended above the puppet stage. Character voices, music (Tchaikovsky's *Sleeping Beauty Ballet*) and sound effects have all been recorded on a tape. The puppeteers synchronize their characters' movements with the voices on the tape to bring the characters to life.



## Scene-by-Scene Synopsis

**SCENE 1-A: Wilfred, the Wizard's room.** Returning from an unsuccessful search for a bride, Prince Steffon tells his old friend and teacher, Wilfred, that lately his dreams have been haunted by the image of a princess encased in thorns. Although the prince has never been able to see her face clearly because of the thorns, he's fallen in love with her. He asks the wizard if he can give some sort of an explanation about his 'dream princess.' After a moment of thought, Wilfred starts to relate the following story:

**SCENE 1-B: Throne Room of King Ferdinan and Queen Amelia.** In a magical kingdom a daughter has been born to King Ferdinan and Queen Amelia - the Princess Aurora. On her christening day the flower fairies of the kingdom arrive to give special gifts to the infant Aurora. As Lilac, the Queen of the Fairies, prepares to give the princess her gift, the wicked Fairy Belladonna appears. She is furious that she was not invited to the christening. Out of revenge, she places an evil curse on Aurora - that on her 18th birthday she shall prick her finger on the needle of the spinning wheel and die. Laughing triumphantly, she disappears. Unable to cancel another fairies' spell, Lilac modifies it. Instead of dying, Aurora will fall into a deep sleep that will last for one hundred years, to be awakened by the kiss of her true love. To protect his daughter, the King commands that all spinning wheels are to be destroyed.

**SCENE 2: Aurora's bedroom.** The years quickly pass and it is now Aurora's eighteenth birthday. A great birthday ball is to be held in her honor. The princess is just leaving her room to go to the great hall when Belladonna appears. The evil fairy presents Aurora with her birthday gift, a spinning wheel. Never having seen one before the princess goes to it, accidentally pricks her finger on the needle and falls to the ground in a deep sleep. Her mother and father enter to bring her to the ball, see their daughter in the deep sleep and immediately know that Belladonna's curse has come to pass. Lilac enters and tells the King and Queen that she will put the entire kingdom into a deep sleep with everyone to awaken when the spell ends. To protect everyone from harm Lilac causes an enormous thorn forest to grow around the entire kingdom, closing it off from the outside world.

**SCENE 3: Wilfred, the Wizard's room.** As Wilfred finishes relating the story of the sleeping princess, he conjures up the image of Aurora for Prince Steffon to see. The prince realizes that she is the princess in his dreams. As Steffon starts to leave to find the thorn wood forest and awaken Aurora, Wilfred warns him of Belladonna and the difficulty he'll have trying to get through the enchanted thorns. Steffon, vowing he'll find a way, rushes off to start his quest.



Illustration from Bates, Katharine Lee, editor. *Once Upon a Time: A Book of Old-Time Fairy Tales*. Margaret Evans Price, illustrator. Chicago: Rand McNally & Company, 1921.

**SCENE 4: Thorn Wood Forest.** Steffon is outside the enchanted forest. He is unable to penetrate the thorns. The Lilac Fairy appears in a magic boat and tells Steffon that with the use of her powers she will be able to bring him to the doors of the castle. Steffon springs on board Lilac's boat and, as they start to move, the thorns part, allowing them to pass. As they travel, Lilac warns him that Belladonna may try to prevent him from breaking her spell. To help him defeat the evil fairy, she bestows special powers on his sword. When they reach the doors of the castle Lilac tells him that she can do nothing more to help and that the rest is up to him. As Lilac glides off aboard her boat, Belladonna appears and warns Prince Steffon that, if he values his life, he must leave immediately. Brandishing his sword, he refuses. Belladonna transforms into a dragon and they do battle. Steffon defeats the dragon and rushes into the castle. Lilac appears and causes the transformation from outside the castle into Aurora's bedroom.

**SCENE 5: Aurora's Bedroom.** As Prince Steffon enters the bedroom, the curtains around the bed magically pull aside and he sees his sleeping princess. Steffon goes to her, bends down and gently kisses her. Lilac's spell immediately begins to take effect - the thorns slowly disappear and sunlight floods into the room. Aurora awakens. Arising from her bed, Aurora sees Prince Steffon. The Prince holds out his hand to her. Aurora goes to him and, as they join hands, the curtain closes.



## *About the Author*

Charles Perrault (1628-1703) was one of the leading intellectuals of his time in Parisian society. Little could he have guessed that his name would live on as a teller of traditional children's stories!

Trained as a lawyer, Perrault worked for a while in the French king's court, where he had responsibility for the royal buildings. Even then, Perrault was writing verse. In 1671 he became a member of the hugely prestigious Académie Française. At the time, there was a furious debate going on about whether modern literature was better or worse than ancient literature. In poetry and prose, Perrault championed the cause of modern literature, arguing that as civilization progresses, so literature improves. It is therefore ironic that this kind of argument should help to usher in a period of change called the European Enlightenment, which was not receptive to tales of magic and fantasy – precisely the kind of tales for which Perrault was to become famous!

Perrault had already turned a few fairy tales into verse when, in 1697, he published under the name of his ten-year-old son, Pierre, a slim volume containing eight simple stories with the unassuming title, *Stories, or Tales from Times Past, with Morals*. There was an additional title in the frontispiece: *Tales of Mother Goose*. No one knows why Perrault saw a traditional tale teller as "Mother Goose," but the frontispiece of the book showed an old peasant woman sitting by a fire, with children around her listening to her stories.

The stories were an immediate success, and over the years the original eight tales were put together with Perrault's earlier fairy-tale verses and other traditional tales, including those retold by writers other than Perrault. Perrault did not invent these stories, but retold them in a straightforward way, with charming wit and style. It was the first time some of these stories had ever been written down. And so he preserved for future generations some of the most famous stories of all time: 'Cinderella', 'Puss in Boots,' 'Little Red Riding Hood' and 'Sleeping Beauty.'

-From A.E. Johnson's *Perrault's Complete Fairy Tales*



The performers at National Marionette Theatre love to get drawings and letters inspired by a performance! It gives them insight into what captures the imaginations of their audiences the most. It's a learning experience for them! Please send any pictures or comments to:

**National Marionette Theatre**  
PO Box 398  
Newfane, Vermont 05345



## Learning Activities

### Pre-K & K: Make a Sleeping Beauty Character Bar Graph

GA QCC Standards covered: Kindergarten, Mathematics (Statistics and Probability): 25; (Number Sense & Numeration; Fractions & Decimals): 15, 16, 19; Language Arts, Oral Communication (Listening/Speaking): 2, 3, 8; Written Communication (Literature): 38, 39; Social Studies (Core Social Studies Skills): 21, 23.

Objective: Students will choose their favorite character from *The Sleeping Beauty* puppet show by National Marionette Theatre and construct a class bar graph.

Materials: 3x5 index cards, a marker for the teacher, pencils or markers for students, masking tape, chart paper.

Procedure:

1. Have students recall each of the following seven characters from National Marionette Theatre's production of *Sleeping Beauty*: Wilfred the Wizard, King Ferdinand, Queen Amelia, Princess Aurora, Belladonna, Lilac and Prince Steffon.
2. Post a sheet or two of chart paper on the board (or on an easel) in the front of the classroom. Divide the paper into seven rows or columns. Title your graph and label each row or column with a character's name.
3. Distribute index cards and ask students to write their names on the cards.
4. Have each student come up to the graph with her/his index card and place it in the corresponding row or column with masking tape on the back. Adults in the room may also participate.
5. When everyone has placed her/his card on the chart, ask students if they can tell just by looking at the bar graph which character was the most popular, the second popular, etc. Are any two bars on the graph equivalent? Are there any characters with zero votes? Encourage students to use the following comparison terms: same as, fewer than, more than, etc.
6. Ask individual students to count the number of cards in each row or column, or do this together as a class. Record the numbers for each bar on the graph.
7. Display bar graph in classroom or hallway.

Assessment: Ask individual students to describe what the graph represents: same as, fewer than, more than, etc. Repeat this activity throughout the year using different criteria.

### 1st & 2nd Grade: Create a Fairy Tale Fantasy Book

GA QCC Standards covered: First Grade, Language Arts, Written Communication (Writing): 34, 35, 36, 37, 43, 44, 45; Social Studies, Core Social Studies Skills, (Information Processing): 29. Second Grade, Language Arts, Written Communication (Writing): 40, 41; Social Studies, Core Social Studies Skills, (Information Processing): 22.

Objective: Students will create a fantasy fairy tale picture book for their classroom.

Materials: Computers with MS Word or other word processing software, printers, paper and pencils, construction paper, crayons or markers.

Procedure:

1. Read and discuss some different fairy tales with your students. Make a list of common characters (princes, princesses) and themes (good vs. evil).
2. Ask students to think of their own fairy tale. Ask them to identify the main characters, the setting and what will happen in the beginning, middle and end of their story.
3. Have students follow the steps of the writing process using a computer with MS Word or other word processing software:

- 1) PREWRITING
  - Generates ideas
- 2) DRAFTING
  - Focuses on topic
  - Uses prewriting ideas to complete first draft
- 3) REVISING
  - Expands use of descriptive words
  - Improves sequence
  - Adds variety of sentence types
  - Organizes writing to include a clear beginning, middle and ending
- 4) EDITING
  - Begins each sentence and proper noun with a capital letter
  - Uses correct spelling
  - Uses appropriate punctuation
  - Uses complete sentences
- 5) PUBLISHING
  - Shares writing with others.

4. Have students divide their text into pages and use a printer to print the text for each page across the bottom of each page of their book.
5. Next, students should illustrate each page with an appropriate picture to accompany the text they have written.
6. Bind student books. Have each student share her or his book aloud. Make books available for all students to read during reading time.

Assessment: Check books to see if students have created a clear sequence of events that tell a story inspired by classic fairy tales. Keep books for student Language Arts portfolios.

### 3rd & 4th Grade: Sleeping Beauty Vocabulary Word Search Puzzle

GA QCC Standards covered: Third Grade, Language Arts, Written Communication (Reading): 14, 16, 21, 22. Fourth Grade, Language Arts, Written Communication (Reading): 13, 15, 20, 21, 33.

Objective: Students will define 13 vocabulary words from the script of National Marionette Theatre's *Sleeping Beauty* and complete a word search puzzle that uses those words (see last page for handout).

Materials: Dictionaries (or online dictionary), pencils, paper, Word Search handouts.

Procedure:

1. Give students a list of the *Sleeping Beauty* vocabulary words:

activate  
 christening  
 decorum  
 seemly  
 destiny  
 embroidery  
 farce  
 glimmers  
 innocent  
 mesmerizing  
 revenge  
 perennial  
 radiant

Illustration from  
 Bates, Katharine  
 Lee, editor. *Once  
 Upon a Time: A  
 Book of Old-Time  
 Fairy Tales.*  
 Margaret Evans  
 Price, illustrator.  
 Chicago: Rand  
 McNally &  
 Company, 1921.



2. Read aloud the line from the script that uses each word or words. Ask students to use context clues to guess the meaning of each word.

activate..... "But, if we are to **activate** the spell, it must be done quickly."  
 christening..... "How dare you not invite me to your daughter's **christening**."

decorum & seemly..... “A little more **decorum** at such a moment would be more **seemly**.”  
destiny..... “Come meet your **destiny!**”  
embroidery..... “I did all the **embroidery** work myself.”  
farce..... “We'll play out this **farce**.”  
glimmers..... “See how the needle **glimmers**.”  
innocent..... “Do not harm this **innocent** child.”  
mesmerizing..... “It's **mesmerizing**, isn't it?”  
perennial..... “Those little **perennial** weeds!”  
radiant..... “It means **radiant** light, doesn't it?”  
revenge..... “My **revenge** is complete!”

3. Ask students to look up the definition of each word using a computer or dictionary.
4. Have students complete word search puzzle.

Assessment: Several months after attending the performance, quiz students on the vocabulary words to check for retention.

### **5th & 6th Grade: Take the “Mission Z” Star Sleeper Challenge**

GA QCC Standards covered: Fifth Grade, Language Arts, Written Communication (Reading): 16, 18, 19, 20, 23, 24, 29. Sixth Grade, Language Arts (Reading): 32, 40, 41, 45.

Objective: Students will visit a Web site to answer questions about the importance of a good night's sleep.

Materials: Computers with Internet access

Procedure:

1. Have students go to the Star Sleeper Homepage at <http://www.nhlbi.nih.gov/health/public/sleep/starslp/>
2. Students should click on the “For Kids” icon and follow the instructions.
3. Students should also click on the “How Sleep Works” slide show and watch it as it is the source for the review questions below.
4. Ask students to identify the Web site's purpose. Is it advertising? Why or why not? Who created this Web site and why? What techniques did the creators use to make their message more persuasive? Is the Web site effective? Does it achieve what the creator's would like it to achieve?

Assessment: Teacher should ask these review questions:

1. How many hours sleep per night should kids get?
2. What does your brain do while you are sleeping?
3. Why is it not a good idea to drink caffeine drinks before bed?
4. What could you do before bed to help you relax?
5. What could happen if you don't get enough rest at night?
6. Is it wise to eat a big meal right before bed?
7. Is exercising right before bed a good idea?



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Name \_\_\_\_\_ Date \_\_\_\_\_

## Sleeping Beauty Word Search

G J R H P Y Z D F L W E L U U  
H L Z G L L E Q A T X G W W O  
B A I M N C V I R X S N D Z Y  
R S E M O I N L G K G E G Y R  
J E N R M N Z A C T I V A T E  
S S U A E E S I Z R T E I B D  
W M N R A F R P R Z B R N A I  
V U E J E I N S T E Q L N X O  
T P Y N I T S E D M M U O Z R  
G N I N E T S I R H C S C L B  
V F A R C E H F Y R R J E V M  
O W X I E R F T H S J A N M E  
O B B N D H G J H G V W T M V  
W N I D V A L O U H B X H I O  
A N W I O M R M E J J E E E V

Directions: Find the following vocabulary words from National Marionette Theatre's *Sleeping Beauty*. Words are hidden vertically, horizontally, diagonally and backwards.

activate

destiny

innocent

radiant

christening

embroidery

mesmerizing

decorum

farce

revenge

seemly

glimmers

perennial